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ONLY.

“WHEN a man gets to his *its*,” says Cobbett, “I tremble for him.” We confess to a like apprehension in regard to his *onlys*. Just where to place them, is the question. In *viva voce* speech the emphasis and intonation are safeguards against mistaking the sense intended. But when the sentence lies flat and colorless upon the page, the only security against mistake is the absurdity into which a strict grammatical interpretation not seldom leads us. So far as our observation goes, there is no single word in English which so often says precisely what the user of it did not intend. The ambiguity is generally to be remedied by a more careful placing of the word; sometimes, however, the cure is to be found in the substitution of *mere*, *merely*, *sole*, *solely*, *alone*, *sheer*, *simply*, etc., in its stead; sometimes the sentence needs to be recast. Of course it is the *adverb only*, not the adjective, that oftenest gets where it ought not to be.

By way of exemplifying the danger, we quote from writers of good repute a few specimens of their misuse of the word in question, culled from a week's desultory reading. It would be easy to fill pages with like extracts. The misuse of *alone* is so near of kin to that of *only* as almost to

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require notice in the same paragraph. By the help of brackets we hint corrections, which, however, do not in all cases remove the difficulty.

From Tylor's *Primitive Culture*, a work just now deservedly attracting much attention, we cite a few instances, two from each page named. If this author, who quotes from all known languages and dialects, ever uses *only*, the adverb, correctly, we have not yet found the place.

I will *only* mention apart [only, or but] two treatises. *p.* 6. The limit of detail is *only* reached [only] when each group so displays its general law. *p.* 6. Now they *only* keep it up [only or merely] as a way of casting lots. *p.* 81.

This quaint art of divination seems now *only* to survive [only] as a [or mere] game. *p.* 81. Developments which the highest civilization has *only* improved [only] in [or nothing but] detail. *p.* 270.

This did not happen *only* once [only]. *p.* 270.

The next sentence is from *The Nation* of Dec. 25, 1873 :

You can *only* find out [only] by history. *p.* 420.

[Only] Virtue *only* makes us happy. Hart's *Rhetoric*, *p.* 81.

The three following are from the lecture which the Editor of *Scribner's Monthly* is reading to lyceums this winter :

Cowards who *only* retain [but or only] the show of courage.

The charms of power do not appeal *alone* to princes [alone].

Responsibility which has its source *alone* [only] in faith [alone].

In the older authors such misuse and misplacement of *only* and *alone* are still more frequent. Witness Dryden's Essay on Satire.

* * the fables of their gods, which were *only* received for truths [only] by the most ignorant and weakest of the people. *Works. IV. p.* 189.

A very unfinished piece, I must confess, and which *only* can be excused [only] by the little experience of the author. *Id. p.* 169.

There is another kind of satire, composed by Varro, in which he was not satisfied *alone* with mingling in it several sorts of verse. *Id. p.* 224.

The accomplished Canon Liddon, too, so places this little word as to say what he did not mean :

He could *only* regard a great spiritual work for others [simply] as furnishing an opportunity for adding to his own social capital.

—*Bampton Lectures*, 1866, *p.* 6.

With two exceptions the title [Son of Man] is *only* applied to our Lord in the New Testament by [none but] His own lips. *Id.* p. 6.

A reviewer in the *Bibliotheca Sacra*, Jan., 1874, p. 183, says:

We *only* learn to philosophize [only] when the problems become problems to ourselves.

The English Bible (version of 1611) is wonderfully accurate in its use of this word. A double interpretation is seldom possible, yet it may sometimes be made; as in *Judges X*, 15:

Deliver us *only*, we pray thee, this day.

And again in *Psalms IV*, 8:

For thou, Lord, *only* makest me dwell in safety.

This is a long note on a little word, but the sin upon which we are commenting is a frequent and a grievous one. We will not take space to show up the absurdity and nonsense resulting from a strict construction of most of citations. That is plain enough from a moment's inspection.

COMPARATIVELY few are aware of the great good accomplished by the evening schools. There are thirty of them scattered about the city; fifteen for males, twelve for females, and four for colored people. The sessions last from seven until nine, and are marked by the eagerness of the pupils to learn. They need no pushing to make them work. This is the great difference between the day and evening schools, attendance at the latter being, of course, voluntary. The studies pursued are about the same in both classes of schools, except that in the evening schools drawing and book-keeping receive more attention. There is too a high-school for males, at which the modern languages, English literature, architectural and free-hand drawing, and phonography are taught. The pupils are largely men, whose only opportunity for study is the evening, many of them being already well advanced in life.

EMINENT EDUCATORS DECEASED IN 1873.

II.

IN March died also Rev. SILAS WOODBURY, a veteran Presbyterian clergyman, at Shelbyville, Tenn., aged 76 years. He was educated, we believe, at Middlebury College, and after his graduation, about 1822, settled in New York City as a teacher. He taught very successfully for ten years, and then entered Lane Seminary, and was licensed to preach in 1833. He then entered upon Home Missionary Work in Michigan, but in 1843, in consequence of a bronchial affection, he removed to Smithland, Ky., and in 1849 to Shelbyville, Tenn., and there and in that vicinity taught for nineteen years, preaching much of the time. In 1868 his health failed so completely, that he was compelled to relinquish both preaching and teaching.

Of ANDREW BARRY MOORE, Governor of Alabama from 1857 to 1861, who died in Montgomery, Ala., April 5, we only know that he was from the North, a graduate of a Northern College, and that after graduation he commenced teaching in Alabama, and solely by the force of his talents fought his way up to the chief magistracy of the State. He was reckoned one of the best governors the State ever had, as might be expected from his training as a teacher.

JOSEPH HALE ABBOTT, A. A. S., an eminent teacher and scientist, who died at Cambridge, Mass., April 7, at the age of 71, was a native of Wilton, N. H., a graduate from Bowdoin College in 1822, Tutor there from 1825-'27; Professor of Mathematics and Modern Languages, 1827-1833, in Phillips' Academy, Exeter, N. H.; taught a school for young ladies in Boston for several years, and was called thence to be principal of the High School in Beverly. Retiring from the teacher's profession, he removed to Cambridge, and devoted himself to scientific and literary pursuits; he was an active member, and for some years Recording Secretary of the American Academy of Arts and Sciences; gave much attention to hydraulic and pneumatic problems, and aided in the preparation of Worcester's great

Dictionary, furnishing many of the scientific definitions. He had also published many scientific papers.

REV. GEORGE PHIPPEN, a Baptist clergyman, who died at Chicago, April 15, aged 83 years, was a graduate of Brown University in 1811, and had spent several years of his long life and ministry in teaching, in Connecticut, New York and elsewhere. He was a very thorough scholar and a successful teacher. Two or three of his children were also teachers.

RICHARD CRESSON STILES, M.D., who died in Westchester, Penn., April 16, at the age of 42 years, was better known as a sanitarian than as a teacher, yet he was for eight years Professor of Physiology in the University of Vermont, and from 1858 to 1862 held the same chair in the Berkshire Medical Institution. He graduated from Yale College in 1851, and took his medical degree in Philadelphia in 1854. After a short hospital service at Flatbush, Kings Co., N. Y., he spent three years in Paris, in the further study of his profession, and on his return was immediately appointed Professor in the University of Vermont. From 1862 to 1864 he was a Surgeon and Medical Director in the army of the Potomac. In 1864 he became Resident Physician of Kings County Hospital, and the following year opened an office in Brooklyn. In 1866 he was appointed Registrar of Vital Statistics for Kings County to the Metropolitan Board of Health, and in 1868 Sanitary Superintendent for that County. He held both positions till 1870, laboring with intense assiduity in his professional studies. His severe overwork brought on insanity, but after a few months of rest and careful treatment, he recovered and engaged in general practice, and the following year (1872) traveled in Europe; but his mental disease returned, and he relinquished practice and died at his mother's home. He was a brilliant and profound scholar, an able writer, and a remarkably successful teacher.

On the 19th of April, Rev. LOUIS THOMPSON, a Presbyterian clergyman, and for four years past a teacher in Brooklyn, N. Y., died there, aged 43 years. He had received a collegiate education, and graduated from Union

Theological Seminary in 1857; settled in Whippany, N. J., the same year, and was pastor there till 1869, when he removed to Brooklyn and engaged in teaching.

Rev. JOEL PARKER, D. D., a Presbyterian clergyman, who died in New York city, May 2, at the age of 74 years, was not formally engaged in teaching during any considerable period of his forty-seven years in the ministry, and yet he trained a very considerable number of young men, who were preparing for the ministry, in the classics. About 1838, he was elected President of Union Theological Seminary, and retained that position for three or four years, during which he probably gave instruction in some branch of theological study. Dr. Parker's scholarship was very thorough, and his style as a writer remarkably chaste and elegant.

WILLIAM H. MCGUFFEY, D.D., LL.D., who died at Charlottesville, Va., May 4, at the age of 73, was a Presbyterian clergyman, and though more widely known as an author of school text-books than as a teacher, had nevertheless been for much of his life a successful teacher. He was a graduate from Washington College, Pa., and commenced teaching in Cincinnati. Soon after he entered the ministry. It was while engaged there in the High School and afterwards in the Cincinnati College that he commenced the preparation of his Eclectic Readers and Spellers, which have had so wide a circulation. He won a high reputation as a Professor of Rhetoric and Oratory in Ohio, but soon after the war, accepted an appointment to a similar professorship in the University of Virginia, which he filled till his death.

But of all the illustrious names on the death roll of 1873, there is none we so much love to link with our noble profession as that of SALMON P. CHASE, late Chief Justice of the United States, who died May 7, at the age of 66 years. While yet a boy, while preparing for admission to Dartmouth College, Mr. Chase was a successful teacher. He gave his whole soul to his work as a teacher, as he always did to his work whatever it might be, and though his compensation was but \$11 a month, "not enough," as he laughingly told his cousin, "to justify him in flattering his pa-

trons very much," yet he did his work manfully and well. After his graduation, he went at once to Washington, D. C., and there, with all the attractions of political and social life around him, devoting all his leisure to the study of that most exacting of all professions, the law, under such a master as William Wirt, he yet taught for almost four years a most excellent school. The parents of his pupils, such men as Henry Clay, William Wirt, Samuel L. Southard, John Quincy Adams, etc., have all preceded him to the tomb, and many of his pupils have also deceased; but the recollection of that school and its excellence remains; and lofty as were the positions he afterward held, he loved to revert to it. "I think," he said to a friend not long before his death, "that I did as much good in that school as in any position I ever occupied." And he was probably right, for who can measure the influence which an enthusiastic right-minded teacher can infuse into his pupils? and when, as in this case, they are to become the future rulers and law-givers of the nation, how vast the responsibility and how great the honor of training them aright! We shall not here go into the subsequent events of Chief Justice Chase's career; but we value most highly his testimony to the nobleness of the teacher's profession.

WILLIAM RUSSELL, the Professor Russell of 30 years ago, one of the best elocutionists and the best teacher of Elocution in the United States, died at Lancaster, Mass., May 17, aged 75 years. He was a native of Glasgow, Scotland, and educated at the University of that city, but emigrated to the United States, and commenced teaching in Augusta, Georgia, in 1817. He was subsequently successively Principal of Chatham Academy, Savannah, Ga.; of the Latin School, New-Haven, Conn.; instructor in Elocution in Boston, Cambridge, and Andover; Principal of Merri-mack, N. H., Normal Institute, and during the latter years of his life, Director of the New England Normal Institute, Lancaster, Mass. Professor Russell was an enthusiast as a teacher, and, to say nothing of his other instructions, his teaching of Elocution and his writings on the subject, have been of inestimable value to the thousands of clergymen, lawyers and public speakers who have been his pupils.

His books, all we believe on topics connected with education, and the larger part on elocution and correlated topics, number some thirty-five or forty volumes.

On the 28th of May, Rev. LORENZO D. WILLIAMS, a Methodist clergyman and professor, of Meadville, Pa., was killed there by being thrown from his carriage. He had been for many years Professor of Natural Sciences and Vice President of Allegheny College, Meadville.

Rev. THOMAS BEVERIDGE, D.D., a venerable clergyman of the United Presbyterian Church, died in Xenia, Ohio, May 31, aged 77 years. He was a graduate from Union College in 1814, and for many years previous to the union of the Associate and Associate Reformed Churches, to constitute the United Presbyterian Church, he had been Professor in the Theological Seminary of the Associate Church at Canonsburgh, Penn.

On the first of June, HENRY JAMES CLARK, Ph.D., an eminent Scientist, died at Amherst, Mass. He was a graduate of New York University, and of the Lawrence Scientific School; had been the intimate friend and pupil of Profs. Gray and Agassiz, at Cambridge, and had been by their suggestion chosen a professor in the Mass. Agricultural College at Amherst. He was especially a proficient in Botany.

On the 3d of June, WILSON WHITON, a teacher of deaf mutes in the American Asylum for the Deaf and Dumb, at Hartford, Conn., for forty-eight years, died at Hingham, Mass. Mr. Whiton was himself a deaf mute, and one of the earliest pupils of Gallaudet and Clerc. He had become by long study a very thorough and accomplished scholar, and wrote with great precision and force. He resigned his position in the Asylum in 1872.

Rev. SAMUEL J. M. BEEBEE, a Presbyterian clergyman and teacher of great ability, died in Nebraska City, Neb., June 5, aged about 60 years. He was an Alumnus of Union College, and soon after his ordination removed to Missouri, where he taught schools of high grade for many years.

Soon after the commencement of the late war, he came to Brooklyn and there established a school of very high character, which he conducted with great success for about nine years, when he yielded to the earnest solicitations of his friends to return to Missouri, and took charge of a literary institution there. He had resigned from this position, a few months previous to his death, in consequence of ill health. Mr. Beebee was an eminent scholar, and had all the qualities of a successful teacher.

THOMAS D. BAIRD, Ph. D., LL.D., President of the Baltimore City College, and Professor of Mental and Moral Philosophy, died in Baltimore, June 9, aged 54 years. He was a son of Rev. Thomas D. Baird, D.D., of Pittsburgh, graduated from Jefferson College, Pa., in 1839, came to Baltimore the same year, as Prof. of Mathematics in the Old Baltimore High School, remained till 1847, studying law and being admitted to the Baltimore bar; was Prof. of Mathematics in Marshall College, Pa., from 1847 to 1850; Principal of a Mathematical and Classical School in Baltimore from 1850 to 1854; Professor in Westminster College, Mo., from 1854 to 1857; Principal of the Baltimore High School, now City College, from 1857 to 1873. He received the degree of Ph. D. from Concordia College, Mo., in 1857, and LL.D. from Centre College, Ky., in 1865. Thirty-four of his fifty-four years of life were spent in teaching, and he possessed a remarkable aptitude for his work.

Rev. LEWIS SABIN, D.D., a Congregationalist clergyman, who died at Templeton, Mass., June 8, aged 66 years, had been formally engaged in teaching but one or two years, when he was Principal of Eopkins Academy, in Hadley; but he was a ripe scholar, a distinguished graduate of Amherst in 1831. He was a zealous friend of education throughout his whole ministerial career, and often acted as private tutor to young men from abroad. Amherst College conferred on him the degree of D. D. in 1857.

ISAAC FERRIS, D.D., LL.D., for seventeen years Chancellor of the University of New York, who died at Roselle, N. J., June 16, at the age of 74, was an extraordinary man in all the

various relations of life. He graduated from Columbia College at the age of 17, with the first honors of his class; was a soldier in the war of 1812; studied theology under Dr. John M. Mason, and was pastor of Reformed (Dutch) churches successively in Morristown, N. J., New Brunswick, N. J., Albany, N. Y., and New York City. He founded Rutgers Institute, now Rutgers Female College on Fifth Avenue, and from 1853 to 1870 was Chancellor of the University of New York, and thence till his death Chancellor Emeritus. While Chancellor he raised \$74,000 to relieve the University from debt. He was eminent as a scholar, and successful in imparting instruction.

Rev. LEVI SPAULDING, D.D., the veteran Missionary to Ceylon, who died at Oodooville, Ceylon, June 18, at the age of 82 years, had not, so far as we are aware, been engaged in teaching in this country prior to his going to a foreign field in 1819-20; but for forty-nine years he had had the superintendence of the Oodooville Female Boarding School, and had in addition to his mission work performed a large amount of literary labor having a direct bearing on education. He had prepared an excellent Tamil Dictionary and an equally valuable English and Tamil Dictionary, and numerous school text-books of great value. He had the reputation of being the most accurate and elegant Tamil scholar on the island.

Rev. SAMSON TALBOT, D.D., a Baptist clergyman, and for ten years President of Denison University, Granville, Ohio, who died at Newton Centre, Mass., June 29, at the early age of 44, was one of the most successful teachers and executive officers connected with any of our Western Colleges. He was a graduate of the University, and so thorough and accurate a scholar that he was employed as a tutor before graduation, and was a tutor and adjunct professor for two years after his graduation. At the Newton Theological Seminary he was appointed an instructor as soon as he graduated, and remained in that capacity till he entered the pastorate. Called to the Presidency of his *Alma Mater* at the age of thirty-four, when it was heavily embarrassed by debt, he secured for it an endowment of \$190,000 beside

doubling the value of its fixed property, and so advanced its standard of scholarship as to make it the peer of any University or College West of the Alleghenies.

Col. JOHN WELLS FOSTER, LL.D., an eminent scientist, who died at Hyde Park, Ill., June 29, at the age of 58, was a man of fine abilities, extensive and accurate scholarship, and rare skill in imparting scientific instruction. He was a graduate from Wesleyan University, Middletown, Conn., in 1835, studied law and was admitted to the bar at Zanesville, Ohio, but soon abandoned it for civil engineering, for which he had a decided taste. He was assistant in the Ohio State Survey in 1837; visited the Lake Superior Copper regions in 1845 and 1846; was a member of the Geological Survey of the same region in 1847-9, and Professor of Physical Sciences in the University of Chicago for several years.

In June died also Rev. MILO J. HICKOK, D.D., a Presbyterian clergyman, at Marietta, Ohio, aged about 60 years. He was, in the early part of his career, a professor in Delaware College, Newark, Del., and had a high reputation for profound and exact scholarship. He was subsequently a pastor at Scranton, Pa.

Of Rev. R. C. SMITH, who died also in June, at Vineland, Georgia, we only know that he was a Presbyterian clergyman, and had been for some years a professor in Oglethorpe College, Georgia.

DR. DIO LEWIS says that air-tight stoves are among our worst enemies to health. It is undoubtedly true, and it is a matter of wonder that so few school children are injured by them. The air in some, and indeed in almost all, school rooms is stifling. There is a goodly show of registers inside, and of ventilators on the roof, but often they are unconnected and are practically useless. The heated and vitiated air ascends but is chilled by contact with the roof and falls back into the room unpurified. It is high time to remedy this state of affairs.

THE PUBLIC SCHOOLS OF BALTIMORE.

I.

BY the Assembly of the Province of Maryland, under the Provincial Government of the Crown, at the September session of 1694, held in the City of St. Mary, an Act was passed (ch. 1) "For the encouragement of Learning and advance of the natives of the Province." At the same session there was an Act passed (ch. 31) "For the erection of Free Schools."

At the July session of 1696, held in the "Port of Annapolis," it was ordered that a school should be established, in connection with other Free Schools, to be called "King William's School." Of this school, by the Act of Incorporation, the Archbishop of Canterbury was Chancellor. King William's School has been perpetuated, and is now flourishing under the title of "St. John's College."

The land upon which King William's School was built, was given to the Province by the Honorable Francis Nicholson, his Majesty's Captain General and Governor of the Province. The Captain General induced Mr. Anthony, or William Workman, formerly of Kent County, to build upon the site a house for the sum of one hundred and fifty pounds, the said house, at the death of the said Workman, to be the property and locality of the school. This house was known as the "Kentish House," and was kept as an inn by Workman till his death. The land site, as designated in the Act of Assembly, is "at the foot of the Stadt House hill, on the eastward."

By subsequent Acts of Assembly, under government of the Crown, Provincial and State Governments, orders were passed for the establishment of the Free Schools, at least one of which was to be erected in each county. Of these Washington College, in Charlestown, Kent County, is still existing and in good condition.

Duties paid on beef and pork, spirits, pitch, tar, and negro and Irish servants, imported into the province, were appropriated to the support of the free schools. The duty on negroes was ten pence per poll, and on Irish servants, who

were papists, two shillings and sixpence per poll. Protestant Irish servants were exempted from this tax.

By an Act passed in 1723, it was ordered that the visitors of the Free Schools of each County should purchase one hundred or more acres of land, and lay out the same in a building site and fields, "for corn, grain and pasturage, reserving sufficient land for a supply of fire wood, and erect thereon suitable buildings, for the use of the school and the master, who, in addition to his use of the farm, was to receive twenty pounds per annum, in money, as his salary." This was one of the best orders ever passed by a legislative body, for the perpetuation of the common school. In securing the master his living, it secured his services for the school and the perpetuation of the school for the neighborhood. It were well that such a law should be created for each school district, allowing, besides the use of the land, such salary in money, as might be sufficient for the inducement of competent persons to take charge of the schools.

The law, under which the present public schools of Baltimore City were ordered, was passed by the State Legislature in 1825. It was formally adopted by the Mayor and City Council in January, 1827. But there was no order passed by the Council, for the application of the law, until March, 1828. The ordinance then adopted, directed the appointment of six Commissioners, to be called "Commissioners of Public Schools of the City of Baltimore," and the establishment of six male and six female schools. Of the first Board, Jacob Small, then Mayor of the City, was president. When in session, the Board discovered that, although the schools were ordered, there was no provision for their support. This being signified to the City Council, the subject was considered and the Board ordered to establish "one or more schools," but still there was no provision for support. In consideration of the City's proportion of the State fund, accumulated since 1825, amounting to fourteen hundred and thirty-one dollars, the Board resolved to open four schools, viz., a male and female school in the eastern, and a male and female school in the western part of the city.

The male and female schools in the eastern part of the

city were opened, in rented rooms, in a house in Bond street. The male school of the western part of the city was commenced in the basement room of the Presbyterian Church on Eutaw, near Mulberry street. For uniformity in the supply of books and stationery, a charge was ordered of one dollar per term, for each pupil, whose parents were able to pay the amount. All others were admitted free and supplied with books and stationery at the expense of the city. The annual rental of the house on Bond street was one hundred and nine dollars. That of the basement of the Church on Eutaw street was one hundred and forty dollars. The salaries of the male teachers were four hundred each, and those of the female teachers two hundred dollars per annum. The female school of the western part of the city was not commenced until December, 1830, in a room on Saratoga street, the rent of which was one hundred dollars per annum.

Before the close of the year the rooms provided for the boys' schools were so much crowded that admissions were refused. There were one hundred and twelve pupils in the boys' school on Bond street; one hundred and eight of whom were admitted on payment of one dollar each for the supply of books and stationery. But four were admitted free. In the boys' school, on Eutaw street, one hundred and twelve pupils were admitted on payment, and eleven free. Into the female school, on Bond street, there were admitted thirty-four pupils, twenty-four of whom paid the term fee.

Two features appear in the commencement of the schools which were continued through a number of years, and until the people were accustomed to the use of free education. One of these features is the indisposition of parents to send their girls to public schools. The other is the family pride, which induced the payment of the term fee rather than that the pupil should be admitted on the free list. Until the schools became popular these features were prominently observable.

The cost of support for these schools, containing two hundred and sixty-nine pupils, three months, in 1829, was, nett, five hundred and eighty-five dollars and eighty-five cents. The expenditures were seven hundred and sixty-seven dol-

lars and thirty-five cents, and the receipts two hundred and thirty-one dollars and fifty cents.

The Board of 1829 suggested to the Mayor and City Council the establishment of five schools for boys and six for girls, during the year 1830. The cost of supporting these schools and the building of one school house was estimated at six thousand four hundred and sixty dollars. Five of the schools, three for boys and two for girls, were all that the Board could put in operation. In these schools there were four hundred and two pupils, three hundred and thirty-one of whom were boys and seventy-one girls. The expenditures were two thousand three hundred and twenty-three dollars and forty-two cents. The receipts twelve hundred and sixty dollars and twenty-five cents. Nett cost, one thousand and sixty-three dollars and seventeen cents, or two dollars and eighty-nine cents per pupil. Twenty-nine hundred and three dollars and thirty-six cents were paid for building a school house for boys, 45x75 feet, one story in height and containing one room.

The schools were organized on the monitorial plan, repudiating altogether the appliances of Lancaster. The number of pupils allotted to a teacher was three hundred. This allotment was based, as a great improvement, upon the number of pupils taught by one teacher in New York, which was five hundred, and in some cases more than five hundred. The improvement was certainly considerable upon the New York allotment, but in the course of a few years, together with the New York system, it was proved to be a bad failure. It might have saved expense, but it was the occasion of a fearful loss of time and the loss of the most part of the education to many a pupil. While the plan was in operation there were hundreds of teachers in the States, where the system was pursued, who did not know personally the half of their pupils, many of whom they never heard recite a lesson.

† There was encouragement, in this contrast, for further improvement, and the gentlemen of the Board of 1831 triumphantly vindicate the expenditure of three thousand dollars for a beautiful Grecian temple, by a contrast with the cost of school houses in New York, which ranges, generally,

from twelve to eighteen thousand dollars, and "one of them as high as \$21,422, with no pretensions to beauty or architectural design." Had those gentlemen lived to witness the advance upon their period on school houses, in Baltimore at one hundred thousand dollars, which is to be the cost of the new building for the City College, and in New York at two hundred and fifty thousand dollars, their horror at the expense must have occasioned their abandonment of public education as an absurdity.

M.

MORAL TRAINING.

I.

THE *Chicago Teacher* spasmodically, frantically, calls upon "our readers everywhere" to teach their pupils the commandment, "Thou shalt not steal."

We like the exhortation for three reasons. First—Because of *what* they are to teach. Second—Because of *who* are to teach it; and third—Because of *to whom* they are to teach it.

Without stopping to touch on the point that there are several other very valuable precepts in that code from which the above is taken, we wish to join in the exhortation and address it to the teachers throughout our country, for if there is any other country where stealing is carried on, on so vast a scale, and by thieves of such high respectability, we are greatly at fault in our general information.

But, to the point. Teach morals; teach this precept in the code. Every teacher has some favorite branch and will post up his scholars on that, though it may not always be one of great practical importance. But whoever heard of a teacher who made a business of teaching his pupils not to steal? Though I have been personally acquainted with teachers for more than fifty years, and have been one of the class for forty-five years, I cannot recall one (though I say it to my own shame) who has taught this precept in a worthy manner, and I consider the present fearful extent of the vice due to this fact.

But why has it been omitted in the list of school studies? Is it supposed to be something which will be known and felt without being taught? If the child is "pleased with a rattle," why should he not have the pleasure of appropriating any rattle which he sees? His mother might tell him, if he was taking one that belonged to "his little brother," that he must not take that, because it belonged to another child, but as there are thousands of cases where the child has no companions, even such a case might not occur to him, and if it had, to a child old enough to exercise reason, the prohibition might be understood, as multitudes of such cases are, as the arbitrary command of the parent.

Sometimes a mother of rare moral qualities might say to the child, "you must not take George's rattle, because you would not want him to take yours," and there might be occasionally a rarer case where would be added, "God's commandment is, 'Thou shalt not steal.'" I would not declare that this was never done by a teacher, but I must say it is not so frequently done as it should be.

How often is a scholar required to say "two and two are four," and why should he get a moral precept with less labor? His selfishness rebels against the latter. And then, there are so many ways in which the child palliates the offence. He says, when taking that which is not his, "I'm going to give it back," and in nine cases out of ten, he is allowed to think that he is excusable for that reason. Would a child become a scholar in anything with such careless teaching?

But to pursue our illustration. Suppose the child has taken something which is not his, and on taking it from him he cries for it and is very passionate. How often it occurs that it is considered less trouble to settle the case with the owner than with the offender, and the child keeps what he has taken, and the owner is in some way rewarded for his loss. Is this teaching a child not to steal?

It is folly, it is stupidity, to suppose that children will grow up with a good code of morals who have never been thoroughly taught the elements of morality. Solomon understood educational matters better than that, in that dark age of the world. "*Train up* a child in the way he

should go, and when he is old (i. e., when he is in business, in an office, in any position of trust) he will not depart from it;" he will not be a defaulter. We will find this declaration confirmed by looking through a list of men whose honesty is put to the test. Men are honest by education: there are differences in natural traits, but this does not make teaching unnecessary.

Our children are at school ten years, more or less, and are of a teachable age, and under parental instruction for at least fifteen years, and it must be poor teaching that does not, in that time, make proficient in keeping hands off the property of others.

There is, in the present state of morality in our community, a crying necessity for somebody to teach the command, "Thou shalt not steal."

Public schools can be maintained only on the ground of public necessity. Put the question on political grounds merely, and the necessity exists. Good government cannot be maintained without morality. If there is not a basis of honesty, laws are the merest farce. Suppose we should enact stringent laws against the depredation of savages, would there be less danger to the settlers on our frontier? In a community where rulers and people are corrupt, government is but a shadow. Hence the necessity of education as a basis for government, and in nothing is it more necessary than in morality, and no violation of it is more gross than stealing. If, under the influence of our excellent system of schools, a large proportion of society could not read and write, the clamor against educational management would not be very gentle. Now, while these very important branches are well taught, the more important ones have been fearfully neglected, and we are now experiencing the results. There is in the present state of morality in our community—particularly the very low standard of honesty—a crying necessity for somebody to teach the commandment, "Thou shalt not steal." But to proceed to

Secondly. *Who* are to teach this subject? I say, emphatically, *teachers*—professional teachers, the teachers of the public schools; not to the exclusion of parents, of teachers in our Sunday-schools, or of ministers. In the prevail-

ing moral ignorance, let us welcome clear instruction from any source; but we must insist that in our public schools, the great fountain of instruction for the people, this commandment, which is fundamental to the very existence of society, must be persistently taught. Society demands this work of teachers, and they should be held responsible for competent and faithful instruction. Selfishness is "the besetting sin," and should be combatted in its incipient state, in the school, the field over which the whole population passes. It is so inveterate that the entire period of youth is none too long for a war of extermination. The teachers in our public schools have special facilities for this work. The great mass of children are under their care, during that period in which moral principles are formed and confirmed. Here is the place to lay broad and deep the foundation of honesty, a clear perception of that depravity which violates the right of ownership. There is a necessity that teachers should take hold of this work in an entirely different manner.

It is useless to expect this instruction will be effectually given by any other class. Parents ought to give it; their own welfare, and that of their children demands it. Many a parent is mourning over a fallen son. Many a son has brought down the "gray hairs" of his father and mother too, "with sorrow to the grave," and because that father and mother did not teach him not to steal. But the same folly and fatality will continue. How many parents feel no deep concern for their children beyond their health, and that they should be smart. They are anxious that their children should get money, and be genteel, but their moral culture is left to chance. An *occasional admonition* will not accomplish the work, and they will not make it a regular business day after day for years.

There is a great amount of Sunday-school work done, and there is teaching from the pulpit, but it is too much like the firing on the battle-field, where tons of powder and ball are used without effect. It is only a limited portion who come under these influences, however good they are. It must be those means which are thorough and systematic, and which can be brought to act on the great mass of children, which will give us an honest, upright population.

Where, then, shall our children be thoroughly taught and trained in the principles of morality, if not in the public schools? It is estimated that about one-sixth of the children attend Sunday-school, and a much smaller number attend public worship. The fact of this neglect of means, especially for moral culture, shows the indifference of a large class of parents to the subject, and leaves the conclusion unavoidable, that home children will have no thorough moral training.

What the right kind of teachers can do, is seen in the cases of those parents who are faithful in the moral training of their children. They begin the work early and pursue it till their children go from under their care, and how few thus taught fall into dishonesty! No doubt there are cases of immorality under the best instruction, as there are cases of poor scholarship under the most favorable circumstances for education, but this course of faithful moral culture will reduce such cases to the lowest point. It is, of course, admitted that some attention is given to this matter now in our schools, but so little that it hardly comes into the account in making up the result.

G. A. W.

DR. LIVINGSTONE.—Intelligence has been received of the death of Dr. Livingstone, the African explorer. In traveling from Lake Bembe to Unyanyembe in June last, he was obliged to pass through a partially submerged country. After wading in water for four days he became ill and shortly died. Dr. Livingstone was what is now-a-days known as a self-made man. His childhood was passed in factory labor, but during the intervals of rest he managed to obtain some education. At the age of 19 he conceived the idea of going to China as a medical missionary and attended lectures to prepare himself for the position, but war between England and China obliged him to abandon his design. He decided instead to go as a missionary to Africa; and, after a course of theological instruction, sailed for Cape Town in 1840. In 1849 he began his explorations. He was in England only twice after this, once in 1856, and again in 1864. He was born at Blantyre Works, near Glasgow, Scotland, in 1815.

EDUCATION IN JAPAN.

I. FOREIGN TEACHERS.

THE statement will not, we think, be challenged by any one competent to judge it, that in a system of education, the most important instruments are the teachers.

We need spend no platitudes in this article to prove the vast influence of a teacher upon his pupils. We presume all our readers to be familiar with the significance of the teachers' position in England and America. The very mention of such names as Ascham, Arnold, Temple, Nott, Wayland, and Hopkins will do more to serve our purpose of magnifying the teacher's calling than columns of argument. The simile of the bended twig becoming the inclined tree is photographed on the memory of all whose speech is English. When, however, the teacher and the pupil are of different civilizations, the tremendous significance of the position of an instructor of the young is many-fold enhanced. If a people living under a state of national life which is fixed and not liable to change need the best of teachers, what shall we say of Japanese? We see a people busy above all else in destroying their past. We see their old ties broken, their old sanctions weakened, and their old virtues defamed. To their foreign teachers, more than to any other men, they look for help and guidance. Upon them may depend the future of this nation; whether of sound growth and fruitful maturity, or of reaction, stagnation, and decay.

We must be pardoned for attempting to sketch an ideal of the true teacher, such a one as should be charged with the well nigh sacred office of assisting to lead the rising generation of Japan into a new life.

Among the qualifications of a teacher of Japanese youth, that of sound moral character should be the first. Among a people who put etiquette above morality, the foreign teacher, as a representative of a different, and as he believes, a better civilization, should put morals before etiquette, and be himself a moral man. In truth, honor, devotion to duty, purity of life, and personal chastity, temperance in eating and drinking, loyalty to his country, to her principles and best

traditions, the spurning of all shams, the refusal of all bribes, detestation of all flattery, and disdain to pander to the vanity of his employers, the foreign teacher should be firmly established. He should have a sensitive pride in his profession; he should magnify his calling; he should have thorough command of his tongue and temper; he should conscientiously perform his work, shirking no disagreeable parts of it, and never allowing his enthusiasm to flag under the monotony of daily and often very prosaic toil in the class room. Though these virtues should be cultivated and exemplified more than etiquette, yet in this, the teacher should not be found wanting, and should be as polite as his scholars. The interchange of daily courtesies, patience with halting pupils when the spirit is willing, but the brain is weak; the avoidance of all personal epithets and coarse language, and attention to the amenities of dress, posture, and conduct, are absolutely necessary, and help to make the teacher what he ought to be. Besides having these moral and social virtues, the teacher should be a real teacher. He should be trained to his business, or at least have a natural fitness for it. He should know and understand his subjects, and should use the best methods of imparting knowledge, of disciplining the minds of his pupils, and of arousing in them that thirst after and enthusiasm for learning which is worth vastly more than a loaded memory or any number of acquirements. The teacher should be a student of human nature, and should suit his ministrations to the varied characters, dispositions, infirmities, or excellencies, of his pupils. A teacher of such an eager and inquisitive people as the Japanese should have no narrow mind, but should be well read, and should keep abreast of the general knowledge of the day.

All this, a teacher can be, and a large part of it he ought to be. If the Japanese can understand what manner of man our ideal teacher is (which we doubt very much), they can get men like him;—but not with money alone.

Whether our ideal be accepted or not, let us see how far the actual *personnel* of the Japanese educational system approximates to, or diverges from such a standard. We shall draw our facts mainly from the capitals, though

we are familiar with the situation in other parts of the Empire.

The study of western languages in Japan was of a sporadic and desultory character until about three or four years ago, when the department of education was established. It would be as idle as unfair to charge the educational officials of that period with profound ignorance of their duties, and to sneer at them for acting like children, or a class of persons not so wise. Our only wonder is, that in this sixth year of Meiji, and of the Japanese Empire the 2533d, with all their vast experience, they have learned so little. Assuming that any foreigner could teach his own language, and that the very fact of an adult's being able to speak so difficult a language as English was proof positive of his ability to teach it, the Japanese accepted as instructors of their youth the men of whatever sort who applied for positions, and when applicants failed, Yokohama and Tsukiji were scoured for "professors."

We should feel quite happy, were it possible to exaggerate the case, and to be accused of libel and slander, but it is unalloyed truth to say, that the majority of the "professors" in the schools of Tokei were graduates of the dry-goods counter, the fore-castle, the camp, and the shambles, or belonged to that vast array of unclassified humanity that float like waifs in every sea-port. Coming directly from the bar-room, the brothel, the gambling saloon, or the resort of boon companions, they brought the graces, the language, and the manners of these places into the school room. A great variety of trades and professions were represented by these gentry, yet the only known instance in which Japanese pride revolted, and by which the reputation of the *Mom Bu Sho* was endangered, was after a report had been circulated that one of the "professors" in the school was a butcher by trade. Some lingering religious prejudice doubtless had something to do with this objection to the man who had slain beeves; for wherein a butcher is less qualified to be a teacher than a sailor or tinsmith does not appear to a foreign eye, though it may be perfectly clear to a native official. It is not wonderful that the smoking, chewing, and plentiful expectoration of tobacco in the re-

citation rooms were common, and that swearing at interpreters and scholars, and the calling of such names as "fool," "idiot," "stupid," etc., were more than occasional. Four years ago, no lady could live in the chief foreign compound in Tokei, on account of the native mistresses openly kept by foreigners. As for the incompetency of many of these persons, it were only to waste time to give instances, and besides, it is unnecessary to recount these to old residents of Japan, who know them.

There has been some reform in these matters. Professional gentlemen trained to their work are more numerous now than of yore. The schoolmaster is abroad in the land, and he comes from, and goes to, his own place. Yet even now things are not as they ought to be, and the *Mom Bu Sho* is bound to see that they are made so. It is the duty of the Japanese officials, and power should be placed in the hands of their chief foreign servant, to weed out all incompetent and unworthy men and replace them with trained teachers from Europe and America. It is simply an insult to bring out a professional gentleman and teacher from home to Japan and place him among men whom he cannot make his associates, and whom no school directors or trustees at home would tolerate for a day. It is a sore wound to professional pride, and a dishonor to the teacher's calling, to allow the Japanese schools to have the reputation, so long enjoyed, of being the refuges for the incompetents of every trade, and the intelligence-offices and ateliers where anybody can seek and find employment. A reform in this direction would doubtless disappoint some tradesmen who look kindly on the time-honored system, because, through them, many a slippery creditor becomes able and willing to settle his neglected bills. The ease and grace with which so many incapables leave their old haunts, dive into oblivion, disappear into parts unknown, and emerge as "professors" in the government schools, vividly reminds one of the tactics of that aquatic fowl called a teal.

In using the term "professional teacher," we do not wish to be misunderstood. We are far from saying that no one should attempt to teach who has not actually been a teacher, or who does not intend to follow teaching as a life long

work. We are too well aware that a man can easily get inside of a very little circle of petty school-room learning and plume himself on being a "professional" teacher, while we know that a few very successful teachers in Japan have entered upon the work of teaching from necessity, or from a real desire to help in civilizing this most interesting people. So far from censure, such men should receive honor and praise, and should feel justified against all narrow cavilers by their own conscientious labor and the proved results of it.

We would not fan any flames of that jealousy which is so apt to arise between the "regulars" and the "volunteers" in any service, but we wish to show that the teacher's profession is a high and honorable one, and the Japanese are in duty bound to respect it. If they wish to prove that their educational "system" is not a sham, and that all their grandiloquent assertions abroad that they believe "education is the basis of all progress," let them do as civilized nations do, and put the proper man in every place in their schools now occupied by an improper person. Let them cease to dishonor the teacher's calling by hiring men who in mind and morals are unworthy of their post. Let them learn to value a good instructor more than they value jewels. Let them cease from the wretched economy that prompts them to pay niggardly salaries, which must of necessity deter the right men from their class-rooms. Let them offer such contracts as do not make a true teacher blush to sign. Let them cease to make regulations which no man with any self-respect can or will obey. Let them put competent officers in charge of their schools. If such are not to be found, let them confess their ignorance and ask help from men whom they can trust. Until they do these things, their system of education, now so admired by those who remain in benevolent ignorance, will not cease to merit the contempt of those who know the facts.—*Prof. W. E. Griffis, in Japan Weekly Mail.*

A LYNN, Mass., paper says that its subscription price is \$2.00, but any one sending \$2.00 and a chromo will get it all the same.

WHAT GOVERNMENT HAS DONE FOR EDUCATION.

PROFESSOR ATHERTON in a paper—"The Relation of the General Government to Education"—read before the National Educational Association, gives an interesting account of the policy which our government has pursued with reference to public instruction. He says:

We turn now to inquire what part the general government has taken in the work of education, and we shall see that it has followed uniformly a single line of policy—that of donating to the States certain portions of the public lands for educational purposes; and these lands have been given, partly for the support of common schools and partly for the support of institutions of higher education.

This policy was entered upon almost at the beginning of our national existence; or, at all events, as soon as the national government had lands to dispose of. As early as 1780, the State of New York, in order to remove one of the gravest of the objections of the smaller States to the adoption of the Articles of Confederation, took steps to define her western boundary, and ceded to the United States the portion of her territory lying beyond. Other States followed her example, and thus the whole territory north of the Ohio river became the property of the United States.

The first ordinance for the government of the northwest territory, passed in 1785, and the more famous one of 1787, set apart "section 16 of every township" for the maintenance of public schools; the latter act declaring: "religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be for ever encouraged." This ordinance was renewed in 1789, after the adoption of the Constitution, and all the States admitted into the Union from the beginning of the present century down to 1848 have received under it the specified 16th section. In 1848, on the formation of a territorial government for Oregon, the 36th section was set apart for schools, in addition to the 16th; and the territories organized and States admitted since that

time have in like manner received these two sections instead of one. Besides these grants to the States at the time of their admission to the Union, 16 States have received 500,000 acres each (Act of 1841) which some of them have added to their school fund; and 14 have received under the designation of "swamp lands" (Acts of 1849, 1850 and 1860) an aggregate of 62,428,413 acres, which has also, to some extent, been devoted to the same purpose. The aggregate of lands thus granted amounts, if I do not miscalculate, to the grand total of 137,718,871.55 acres—which may, with substantial accuracy, be taken as a grant from the general government to the several States, for the support of common schools; and the permanent school-fund of the 18 States that have received lands under one or all of these grants reaches the considerable sum of \$43,866,787.55, the most of which is probably derived from that source.

It may be as convenient to say here as elsewhere, however, that this magnificent endowment, amounting as has been said to almost 140,000,000 acres of land, which ought to have been cherished as a priceless heritage for all coming generations, and which might have been made ample for the yearly education of several millions of children, has been squandered like forest leaves; sometimes through a remarkable faculty for blundering, some times criminally. In several of the States the lands were disposed of to the counties or townships, and in some, as I have had occasion to know, it is now *impossible* to trace the paths by which they have wholly or partly melted away. The State has no record from which the inquiry can be made. In some of the States, the lands in the market were sacrificed at ruinous rates; large quantities in Missouri, for example, being sold for two cents, and even one cent per acre. My object, however, in referring to this matter, and, presently to nearly as gross mismanagement of the university lands, is not so much to raise a useless lament over wasted resources, as to suggest in its proper place a precaution for the future.

But the munificence of the government has not ceased with its care for common schools.

The ordinance of 1787, which has been already referred to, besides its provisions for schools, set apart "not more

than two complete townships of land to be given perpetually for the purposes of a university. Congress in this action fairly represented the best sentiment of that day in behalf of the higher education. Many of the early settlers were men of university training. Before the revolution, the scattered inhabitants of the thirteen colonies, dwelling every where on the verge of the wilderness, and maintaining an almost unequal struggle against the vicissitudes of pioneer life, had established eight colleges, all of which are still doing, as they have been in the intervening hundred years, good work for sound learning and a Christian manhood. The two townships thus designated for the support of a university have accordingly been given to every State that has been organized since the beginning of the present century; and Ohio was fortunate enough to receive three—one while a territory and two on being admitted to the Union. Florida and Wisconsin appear to have received four each.

This was the extent of the aid rendered by the government to higher education previous to 1862. The "university" lands thus donated amount to only 1,119,440 acres, and the benefit derived from them has been exceedingly small. In three or four States the fund has been so administered as to produce good results; but in most cases it has profited a small number of individuals rather than the entire community. The State of Ohio, for example, so disposed of her three townships that they now contribute only \$10,000 annually to the support of two "universities," so called, while the lands themselves have been rendered for ever tax-free to the fortunate lessees.

It is a noteworthy circumstance, and, as the result has proved, a grave oversight, that the United States Government, until 1862, attached no conditions to its liberal grants. In that year the government may be said to have made a distinct and important advance in its method of donating lands for the support of education. For the first time, I believe, it attached a condition to its gifts. By the act then passed, as is well known, Congress appropriated to the several States 30,000 acres of the public lands for each senator and representative in Congress; the amount accruing in the sale of such lands to be invested as a perpetual

fund for the maintenance of at least one college where the principal object should be, "without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such a manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

This grant has been extended, by supplementary acts, so as to apply to States that were in rebellion when the original act was passed; and on this basis have been established the institutions which have come to be generally, but not very correctly, known as "Agricultural Colleges."

AGASSIZ.

SOME very pleasant "Recollections of Agassiz" are contained in the *Atlantic Monthly*. The paper speaks first of his life in Europe, and then relates how he came to America in 1846. He came perhaps in a spirit of adventure, but he staid because he loved a country where new things could be built up; where he could think and speak as he pleased.

A thing he never liked, and which troubled him quite as much in this country as in others, was book-learning. Text-books and "school-series" exasperated him; and he had a sympathetic recollection of Humboldt, who laughed at the elaborate encyclopedia, and called it a *pons asinorum*. This turn of mind led him to gather what he considered the real books, animals of all sorts, preserved, so far as might be, in their natural state—"material for investigation," he always called them. Before long he had, with incredible activity, got together a respectable representation of our fauna, kept in such bottles, glasses, and phials, as could be obtained, and placed for safety in a poor wooden shanty or outhouse in Cambridge. Once, after a vacation, Agassiz went to inspect his precious store. It was gone! The

building was no longer there ! In trouble of spirit he asked its whereabouts, and was told that the college had caused the shed to be "moved" to a distant spot, near the Brighton bridge. Distracted by visions of jars overturned and broken glasses, he hastened thither, and was overjoyed to find that, in this remarkable country, a building might be bodily carried from place to place, without disturbing the most delicate preparations.

In those days (it was about 1853) he still kept up his habit of walking, for which he had been noted even among the guides of his native mountains. To illustrate the lectures on geology, he used to invite students to accompany him on excursions to neighboring towns. From boyhood an associate of students, there was no company in which he felt more at ease ; and he regarded, with unfeigned consternation, the stiff relations that, twenty years ago, subsisted between our professors and their pupils. It was pleasant to see him, at the head of a score of us youngsters, taking his way towards the pudding-stone quarries in Roxbury. His face wore an easy smile, and, as his quick, brown eye wandered over the landscape, it saw more than did all our eyes put together : for he looked, but we only stared. Near by, like a sort of lieutenant, walked Jacques Burkhardt, the life-long friend and artist of the great professor. Though his beard was white, he never grew old ; and, to the last, preferred the cheerful company of the collegians. Whenever we came to a gravel pit, or a railway cut, the professor would stop, and would expatiate on the structure of the drift with as much interest as if he saw it for the first time. This enthusiasm, fresh and untiring over trite facts, was a source of immense power to him. It showed his French blood, for it was but an enlargement of that peculiar temper which renders the Parisian workmen at once the most interesting and the most successful in the world. Of the section of conglomerate in Roxbury, he was never tired of talking ; and, over and over again, to different sets of hearers, would explain the cleavage planes of the rock ; and how the cleavage had cut right through hard pebbles, like a knife ; then the structure of the stone itself, and the different origins of flat and of rounded peb-

bles ; and finally he would climb to the top of the ledge, and earnestly show the grooves and scratches running north and south, and the surface polished by the glaciers.

His collections soon got a step higher than the unstable shed. They were put in an oblong wooden building, somewhat better than a barn, and not quite so good as a house. It stood between the scientific school and Cambridge common. One of the scientific students was lodged, not too luxuriously, in one corner ; there was a working-room above, and a sort of study and lecture-room below, one side of which was occupied with a long blackboard of slate slabs. Such a great blackboard was a necessity for Agassiz, as precious to him as his right hand. It is very curious that he never learned to make finished drawings :—curious, because he had often been too poor to employ an artist, and because his accuracy of eye and of touch were remarkable. If there were ten hairs in the field of the microscope and the artist had put eleven in the drawing, the professor would exclaim, the moment he got his head over the eyepiece, "Those cilia are crowded ; there must be too many !" He would hold the dried shell of a turtle in his left hand and with a saw divide it lengthwise into precise halves, with no other guide than his eye. Although he never attempted to become an artist, his chalk outlines on the blackboard were what few artists could make. The thousands of people who have heard his lectures will always recollect the astonishing rapidity with which he drew an animal, putting in only the characteristic points. If he were saying, "The salmons have a peculiar fatty fin, called the adipose," almost with the words would appear an unmistakable chalk outline of the fish. There was no better nor more pitiless critic of a zoölogical drawing. He rarely was satisfied with the finest work. Were the artist painstaking, he would encourage him with, "Try it once again ; it's all wrong, but don't get out of patience." The careless or self-sufficient draughtsman got a brisk admonition. The man who never failed to please him was Sonrel, who made the plates for the Embryology of Turtles, of which Claparède said, "I had supposed that such lithography was impossible."

Those were especially the days of turtles, when, in 1856, the second volume of Contributions to the Natural History of the United States was in preparation. From the four corners of the earth these animals were there gathered together, and the iterated names *Emys*, *Testudo*, and *Chelonia* drove all the rest of Latin nomenclature out of our heads. They were everywhere, some preserved in jars, and some dried on shelves; then the living ones in all directions. A large Galapagos tortoise dwelt in the front entry; many little terrapins hid under the stair; and soft-shell turtles inhabited tubs. The professor's own house was not free from them, and his little garden was, at times, quite swarming. The excitement culminated when there arrived, one day, a strong box with bars, suitable for a wild beast, and containing two huge Mississippi snappers, perhaps the most ferocious, and, for their size, the strongest of reptiles. The professor traced the ferocity back at once, and showed that the very embryo of the snapper, before it is ready for hatching, would fiercely bite a bit of stick. We were getting clear of turtles, and were dropping down among the jelly-fishes, in preparation for the third volume of Contributions, when there happened an event that marked a new era in the life of Agassiz.

People had begun to find out that a very valuable collection was piled up in the barn-like building, and that there was little provision for its care, and great risk of its burning. It indeed was a pathetic-looking museum,—two great, dreary rooms, with rough tables and chests of drawers, on which were piled alcoholic preparations in bottles, none of them good, and scarcely two alike. There were tall jars meant to be cylindrical, closed with slabs of cork which had been round before they got warped: then pickle bottles, wide mouthed phials, and many other receptacles. In winter the bad glass snapped and let out as much of the alcohol as had not evaporated through the loose stoppers during the heat of summer. Many witnesses could testify to the evil state of affairs. Committees of the Overseers came and looked despairingly at the two large rooms. There was one who had known of these pressing needs and had thought of them. On the death of Mr. F. C. Gray in

1858, it was found that he had left fifty thousand dollars to establish a Museum of Comparative Zoölogy; and his nephew, Mr. William Gray, scrupulously following his uncle's inclinations, selected Harvard College as the proper institution. During the following year, a committee of gentlemen raised more than seventy thousand dollars, and the State gave one hundred thousand. Why, at a time when natural history attracted even less attention than it now does, did an individual, and a body of gentlemen, and a State legislature, all interest themselves to give large sums of money to found an establishment purely for scientific investigation? It was because Agassiz was something more than a very strong zoölogist. He was a man of what people call, in defiance of physics, "magnetism." Everybody sought his society, and no one could stand before his words and his smile. It is proper to say "everybody," for this power of his influenced all alike. The fishermen at Nahant would pull two or three miles to bring him a rare fish; and only for the pleasure of seeing him rush out of his little laboratory, crying, "Oh! where *did* you get that? That is a species which goes as far as Brazil. Nobody has ever seen it north of Cape Cod. Come in, come in and sit down!" He would talk with farmers about the history and the breeding of cattle and horses with the greatest earnestness and excitement. In fact his profound general sympathies led him to put aside the social position of the person he addressed; he not only did not care for, but was almost unconscious of it. He often laughed over something that happened to him in London. They were dissecting a crocodile at the college of surgeons, and an interesting part was given to him, which he tied in a silk handkerchief, and then declared himself ready to accompany an eminent naturalist who was waiting. The gentleman looked dubiously at the package, and suggested that his servant should carry it, or that they should take a coach; both of which offers were declined with great simplicity. After they had walked a little in the street, Agassiz suddenly stopped, and said: "You are ashamed to walk with me, because I have a bundle!" The Englishman's native honesty rallied at once, and he replied, "I was ashamed to

walk with you, and now I am ashamed of myself; let me carry that handkerchief for you."

Nothing better illustrated the power of his enthusiasm than his public lectures. Often he would talk of things familiar and easy to understand; but sometimes he would plunge among difficult matters of structure and morphology, where only technical language could be used. Then it was curious to watch the faces of the thousand people who sat listening to him, and to see their expression of struggling perplexity, as the great professor, with ever-increasing rapidity of thought and word, went on through nucleated cells, vibratile cilia, and epithelium. All the while the audience tried hard to understand, and listened with unflagging interest till the firm ground of every-day facts was reached again.

Another characteristic, which added to his power and popularity, was his intense devotion to science, which few people cared for, and his unfeigned ignorance of, and indifference to, money, which everybody cared for. More than this, he was singularly careless of personal ambition and place and glory; a feeling which increased with his years. But he was eager for, and would struggle hard to get any position, or point of advantage, which would enable him to push his favorite studies. It is not surprising that such qualities had a strong effect among a people like the Americans, who set a very high value on enthusiasm and disinterestedness. His advocates, when urging appropriations, could always say: "This is a man who, at the height of Napoleon's power, refused the directorship of the Garden of Plants, and a seat as senator of the empire. He might, with little pains, have been rich; but he is penniless, after much toil, and the very house over his head is mortgaged to support a museum which belongs to other people." As to the value of abstract science, many persons were not in a position to judge, and were obliged to take his word for it; but at any rate, nobody would stand by and see so brave a man struggle without aid.

The sudden appearance of such considerable sums of money turned the current of Agassiz's thoughts in a new direction, and in one which they afterwards kept. He

determined to found a great Museum of Comparative Zoölogy, arranged to show his views of the relations of living animals among themselves and their connections in the geological and embryological successions. Such a museum he hoped to leave as a legacy—his all—to the people of this country, and to make it at once a mark of his affection and a monument of his labor. He gave less and less of his time to those special investigations by which he had gained his reputation, and pondered more and more on this museum, which should serve as a sort of tabulation of the creative thought, by presenting the creations themselves in a connected order.

When the first section of the edifice was finished, fire-proof and fairly fitted with shelves and cases, a grand moving took place, and the motley boxes and bottles were carried, or carted, in all haste to the new quarters. Meanwhile the barn-like building was not treated with ignominy. On the contrary, it also was removed to an honorable spot, near the new museum, and was slated, papered, and painted, and turned into lodgings for students and artists. Such an old coat as the collection had was not suited to so fine a house, and fresh clothing was ordered in the form of fair glass jars, with good ground stoppers. But this child kept outgrowing its clothes. We could never get jars, or drawers, or alcohol enough! In a museum of natural history everything pours in, and nothing goes out, except money. Nature has no beginning or middle or end; the process of increase and arrangement is an everlasting one. The Brazilian expedition of 1865 brought home barrels and cases by the hundred, and so did the Hassler expedition of 1871. Nor were these half; for the incessant eagerness of the director sought original collections from all parts of the world, some by exchange and some by purchase. In 1870 the building was increased to double its former capacity, but it does not afford room to-day for the arrangement of the collections stored in it.

Year by year Agassiz strove to support the ever-increasing burdens of his task,—his vast correspondence carried on in three languages; the superintendence of numerous assistants; protracted conferences almost daily with the

learned men who were at the head of the different departments; and a constant and intense study of the grand question of arrangement. In addition to this labor, especially devoted to the museum, he exerted himself in many other ways. He gave lectures and contributed to scientific literature. He was at the disposal of every one who came to ask questions; and he found time to attend agricultural meetings, learned societies, and literary clubs. Besides all this, he undertook a task very disagreeable to him in asking aid to carry on so expensive an establishment. More than once his warm friend and admirer, Brown-Séquard, warned him that such a strain was not to be borne. Agassiz *could not* stop. He was driven by a power like that which the Greeks called mighty fate. At length, in December of 1869, his system gave way, and his brain was attacked in a manner which threatened paralysis. Nothing saved him then but his powerful constitution, seconded by the most careful treatment. Weakened by disease and with death imminent, his heroism was at once noble and pathetic. One day the tears began to roll down his cheeks, and he said: "Brown-Séquard tells me I must not think. Nobody can ever know the tortures I endure in trying to stop thinking!"

Had it been in his nature to be what is called prudent, or to draw lessons from the past, he would never have been what he was. He worked four years longer, and then fell:—suddenly, and in the glory of his power.

THE Boston School Board refused to admit the "opposite sex" to the privileges of membership, and a great hue and cry was raised about it by the voters and the would-be directoresses. So far, however, from producing any good effect, it has only hardened the hearts of these "sons of Belial," for on a motion to reconsider the vote, the majority against the ladies was larger than before. Threats of proceedings in the courts are ineffectual. How would it be for "the elect" to adopt the Ohio temperance plan, and go sing and pray at the Board meetings?

NEW YORK CITY SCHOOL REPORT.

THE annual report of Mr. Henry Kiddle, City Superintendent of Schools, shows an average attendance of 107,639 for the year ending Sept. 30th, an increase of over 1,000 over the previous year. The whole number taught amounts to 235,618, a decrease of 262 since 1872. There are accommodations for 11,641 more children than attend school. The reason for this is that in some parts of the city the school population has increased, necessitating the erection of new buildings, while in other localities it has diminished, although as a matter of course the same school houses are occupied. Parents are permitted by law to send their children to any public school in the city, and the consequence is that a few favorite schools are over-crowded. This is an injury both in the matter of health and thoroughness in teaching. Superintendent Kiddle suggests as a remedy that the capacity of each room shall be fixed by law, and that principals shall be forbidden to exceed the limit. The parochial schools also draw off many pupils in some parts of the city.

As a general thing good order has been maintained in the schools, although the showing under this head is not so favorable as last year. The Superintendent says: "In my last annual report, I stated that the by-law in regard to suspensions had not been found adequate to prevent the frequent occurrence of the most heinous offenses in the schools on the part of vicious boys—such as insulting and outrageous language to teachers, violent and injurious assaults upon their fellow-pupils, the wanton destruction of school property, and gross disobedience and constant disregard of the rules of the school. The careful and thorough investigation of this matter by a Committee of the Board having resulted not simply in fully proving the accuracy of this statement, but in showing that the evil is of far greater magnitude than was represented in the report, there is no need of any further statement of facts by me. The state of the case must be apparent to all—there is a large class of boys whom our schools do not and cannot restrain, and

whom, therefore, they cannot benefit, but must send adrift, to find their way inevitably to the reformatories and prisons, after having committed those injuries to the community which our school system was designed to prevent."

"In my last annual report, I recommended that, as 'moral suasion' had failed to restrain a large class of the pupils, the right to inflict corporal punishment should be restored to the principals. In the opinion upon which this recommendation was based, I have been greatly strengthened by the conclusion at which the Investigating Committee, before referred to, arrived, and which prompted them to report unanimously in favor of such restoration, as well as by the fact that, after a full discussion in open Board, so large a number of its members were also in favor of the restoration. As, however, the report of the Committee has not been adopted, the question, 'what shall be done with persistently disobedient and disorderly pupils?' is still an open one."

There are at present 2,860 teachers employed, of whom only 374 are males. If it is rather startling to know that 16,653 days were lost by the absence of teachers, it is a comfort to know that it is an improvement of over 1,500 over the previous year. In the course of instruction no changes have been made. The Superintendent favors a perfectly uniform course up to a certain point, from which courses should diverge and teach specialties. Now parents are often obliged to withdraw children from public schools and send them to private institutions to fit them for business. A few commercial schools would obviate the necessity for this.

In the study of German little progress has been made. In many schools special teachers are employed, who teach only a few hours weekly. This system was abolished by law when the new system was established; but the law does not appear to have been obeyed. In the evening schools there has been improvement in attendance, and in the standing of the pupils. The whole number enrolled during any part of the term was 17,727, and the average attendance was 8,406. The largest average attendance for any single week was 11,793. This is exclusive of the Evening High School and the colored schools.

CREAM OF THE EDUCATIONAL MONTHLIES.

"THE Moral Side of Public School Life," which we noticed last month, is concluded in the *Connecticut School Journal*. The writer, speaking of self-respect, says that it cannot be developed in schools which reduce everything to clock-like order and make the pupils mere machines. Neither can it grow where the children, and not the teachers, rule. The surest way to make a boy respect himself is to show that you respect him. The writer makes another observation which teachers, and grown up people generally, would do well to remember. It is that mischief in a child does not prove settled depravity or meanness. Children, unless they have been spoiled by previous training, are rarely bad; but they soon become so if they see that they are so esteemed. Whatever theologians may say, there is no such thing as total depravity. Every one has some trait by which he can be raised to a better life if we have the wisdom to find it, and the tact to use our knowledge rightly. The matter of order in primary schools is discussed in "Tours of Observation among the Schools." A teacher who let the children do as they pleased the first term she taught, found the results so unsatisfactory that she pursued a new policy afterwards. She controlled the children and gave them systematic employment. The results were gratifying, not only because more instruction was given, but the children themselves were happier. Wise restraint is not disliked by pupils, but an arbitrary exercise of power is. "The School Question" and "A Style of Work to be avoided," are among the other subjects commented upon.

"The Philosophy of Composition," in *Home and School*, contains a lesson which teachers will do well to impress upon pupils; it is that the composition of a good essay is a slow process. "Genius is patience," Buffon says; an encouraging truth to the class usually denominated "slow." The best writers have been the most pains-taking. If they have been able, in later years, to compose quickly, it is because of previous patient care. Ideas which "flow" the

moment pen is put to paper are generally not worth preserving. In "Lessons in Language" will be found two principles worthy of general application. One is, that it is not enough for a pupil to understand what the teacher means by a term, he must be able to clearly state it himself. The other is that the pupil must not only understand the relation between objects, but must express in language the knowledge derived from these observations. Among other subjects discussed we note, "Michael Farady," "Woman's Education as it was and as it is," and "Educational uses of Fiction."

A writer in the *New York State Educational Journal*, in speaking of the "Comparative Salaries of Male and Female Teachers," lays down the principle that, where capabilities are equal, the requirements of the individual should have weight in determining salary. This is, to say the least, a novel idea. It would be much the same if a farmer, in hiring a man for harvest work, should ask how many children he had and regulate his wages accordingly. This inequality of payment, and this the writer points out further along, is simply the natural working of the law of supply and demand. There are so many female workers and so few branches of business open to them that they must work cheaply. Now, however, that women are meeting with success in employments formerly monopolized by men, more will be drawn away from the teachers' profession, and salaries will increase. On the subject of "Educating American Children in Europe" the *Journal* remarks, that, although it may benefit young men and women to study abroad, it is an injury to children. Even if parents accompany them they are brought up in European ways, which is not advisable if they are to live in America. A boy or girl, and especially the former, if left alone in Europe is almost certain to succumb to the temptations of foreign life. A boy who resists them would be almost a miracle. The *Journal* says: "He would be a new Lot living in Sodom, a Joseph in Egypt, to be held up to the *abomination* of succeeding times." Now, can anyone tell us why the two gentlemen mentioned above should be held up to *abomination*?

EDUCATIONAL INTELLIGENCE.

NATIONAL AND STATE SCHOOL OFFICERS.

Commissioner of Education, HON. JOHN EATON, JR. Washington, D. C.

STATE.	TITLE.	NAME.	POST OFFICE.
Alabama.....	Supt. Public Instruction.	Joseph H. Speed...	Montgomery.
Arkansas.....	" " Schools....	J. C. Corbin.....	Little Rock.
California.....	" " Instruction.	H. N. Bolander....	San Francisco.
Connecticut....	Sec. Board Education....	B. G. Northrop....	New Haven.
Delaware.....			
Florida.....	Supt. Public Instruction.	J. C. Gibbs.....	Tallahassee.
Georgia.....	School Commissioner....	G. J. Orr.....	Atlanta.
Illinois.....	Supt. Public Instruction.	Newton Bateman....	Springfield.
Indiana.....	" " " "	Milton B. Hopkins..	Indianapolis.
Iowa.....	" " " "	Alonzo Abernethy..	Des Moines.
Kansas.....	" " " "	H. D. McCarty....	Leavenworth.
Kentucky.....	" " " "	H. A. M. Henderson..	Frankfort.
Louisiana.....	" " " "	W. G. Brown.....	New Orleans.
Maine.....	Supt. Common Schools..	Warren Johnson....	Topsham.
Maryland.....	Prin. State Normal Sch..	M. A. Newell.....	Baltimore.
Massachusetts..	Sec. Board Education....	Joseph White.....	Boston.
Michigan.....	Supt. Public Instruction.	D. B. Briggs.....	Lansing.
Minnesota.....	" " " "	H. B. Wilson.....	St. Paul.
Mississippi.....	" " Education....	M. R. Cardozo.....	Jackson.
Missouri.....	" " Schools....	John Monteith....	Jefferson City.
Nebraska.....	" " Instruction.	J. M. McKenzie....	Lincoln.
Nevada.....	" " " "	A. N. Fisher.....	Carson City.
New Hampshire..	" " " "	Daniel G. Beede....	Cent. Sandwich
New Jersey.....	" " " "	E. A. Apgar.....	Trenton.
New York.....	" " " "	Abram B. Weaver...	Albany.
North Carolina..	" " " "	Alex. McIver.....	Raleigh.
Ohio.....	Com'r Common Schools..	Thos. W. Harvey....	Columbus.
Oregon.....	Supt. Public Instruction.	Sylvester C. Simpson	Salem.
Pennsylvania....	" Common Schools....	J. P. Wickersham...	Harrisburg.
Rhode Island....	Com'r Public Schools....	T. W. Bicknell....	Providence.
South Carolina..	Supt. Public Instruction.	J. K. Jillson.....	Camden.
Tennessee.....	" " " "	Jno. W. Fleming....	Nashville.
Texas.....	" " " "	Dr. Hollingshead...	Austin.
Vermont.....	Sec. Board Education....	John H. French....	Burlington.
Virginia.....	Supt. Public Instruction.	Rev. W. H. Ruffner..	Richmond.
West Virginia...	" Free Schools.....	B. W. Byrne.....	Charleston.
Wisconsin.....	" Public Instruction..	Edward Searing....	Madison.

TERRITORIAL SCHOOL OFFICERS.

Arizona.....	Supt. Public Instruction.	A. P. R. Safford....	Tuscon.
Colorado.....	" " " "	W. C. Lothrop.....	Denver.
Dakota.....	" " " "	E. W. Miller.....	Elk Point.
Dis. of Columbia	" " Schools....	J. Ormond Wilson..	Washington.
Idaho.....	" Public Instruction..	Joseph Perrault...	Boise City.
Indian.....	" Inst'n. Cherokee Na..	Spencer S. Stephens	Tahlequah.
Montana.....	" Public Instruction..	Cornelius Hedges...	Helena.
New Mexico.....	" " " "	W. G. Ritch.....	Santa Fé.
Utah.....	" " " "	Robt. L. Campbell...	Salt Lake City.
Washington.....	" " " "	Nelson Rounds.....	Union Ridge.
Wyoming.....	" " " "	Dr. J. W. Hayford..	Laramie.

MISSOURI.—CAPE GIRARDEAU.—The South-east Missouri State Normal School, established by an Act of Legislature during the session of 1873, has been located in this city. The building site is "Fort B," one of the chain of military works occupied by the U. S. forces during the war. It is the highest point in the city and commands beautiful river and inland views. The city in its corporate capacity gave \$50,000, and individuals \$7,000 in cash, and \$10,000 in real estate towards the endowment of the school. The building which it is estimated will cost \$100,000 will be commenced in early spring.

ST. LOUIS.—The public school teachers have not been so badly treated as was reported. The panic came at the time of the first pay-day in October, and the Board was obliged to pay part of the salaries in sixty-day interest-bearing certificates. On the second pay-day in November, one-half of the salaries were thus paid, but since that date the Board has had funds sufficient to meet all demands. These certificates were readily taken by merchants at par, and were discounted by the banks at less than one per cent. of their full value.

NEW MEXICO.—Educational matters are in a bad state. The Governor in his last message to the Legislature of the Territory, says that outside of Santa Fé there is scarcely a school of any kind. In four of the counties, where the people were called upon to vote upon the question of levying a school tax, only 37 of the 5,000 votes cast were in favor of the law. There is not so much as one good school to each county in the Territory.

A FREE school for poor children being opened in Liverpool, the teacher subjected the pupils to a thorough washing. This usually desirable proceeding was not without inconvenient results, for the children were so changed in their personal appearance that their own parents did not know them. Great domestic confusion ensued.

CURRENT PUBLICATIONS.

THIS is indeed the day and age of science made popular. Agassiz, Tyndall, Young, Proctor, Cooke, Principal Dawson, Prof. Winchell, Prof. Guyot, and Barker and Wilder and Maury, together with numerous lesser lights, have undertaken, and with great success, to enlighten our ignorance on the various departments of popular science, and enable us to see with clearer vision the wonders of the infinitesimal and of the incomprehensible worlds. In this good work *Principal Dawson* and *Prof. Winchell* have taken an honorable and useful part. Principal Dawson's work, "The story of Earth and Man," is the best popular treatise on Geology, giving the consecutive stages of the earth's history that we have ever seen. Devoid of pretension, it is clear and conclusive, and urges in simple language and as it seems to us, with fatal effect, the objections which crop out in each stage against the theories of evolution and development. Principal Dawson is a man who knows as thoroughly, perhaps, as any man now living, the subjects of which he treats, and he handles them in a reverential spirit, finding constant arguments for the wisdom and beneficence of the Creator in each stage of his work, and that in the geologic ages the earth was fitted, step by step, to be the abode of man, the crowning glory of his Creator.

Prof. Winchell's work, "Sketches of Creation," while necessarily crossing Dr. Dawson's track many times, takes a somewhat wider sweep, though with less regard to rigid system. The one is the anatomy and physiology of our earth, the bones traced back to their original structure and organization, and clothed in the successive ages, first with scant soil, with sandy deserts, barren mountains, clad with ice, and vast watery wastes; the peopling of the waters, the growth of the carboniferous fruits, and by steady progress the successive races of land and marine animals, the repeated upheavals and the growth of grasses, flowers, fruits and trees, till it was prepared to be the habitation of man, the master of the animal creation.

The other, approaches the subject very much in the same

way in which the seer who has described it in the first chapter of Genesis, beheld in rapt vision the successive stages of the creation, or adaptive work of the Creator in those pictures of the times that had been drawn for him by the same hand that formed them at the first. Prof. Winchell's successive "Sketches of the Creation," abundantly illustrated as they are, show us in brilliant perspective the order of events from the time when the entire solar universe was a luminous and heat-imparting mass, through the separation of the several planets, the ages of the cooling process, the attritions, upheavals and changes to which our earth has been subjected, and the action of heat and light in other planetary bodies, the cycles of the universe, and the present condition of our earth and the other members of the solar system. Both works will well repay careful study, and their circulation, already so large, should be greatly increased.

We are minded to say a few words in this connection concerning *Maury's "Physical Geography."* It forms a new era in school-book production when a school text-book is brought out so exquisitely as this. The finest of white paper, the greatest profusion of illustrations, engraved in the highest style of art, and printed with as much care and as delicate adjustment as if the work were the finest of holiday gift books instead of a school geography, and a neat and tasteful binding, all give evidence that the publishers have not spared pains or expense in the production of this book, and our only wonder is how they could afford it. But of the text, which, though the pictures tell their own story and tell it well, is after all of the first importance. This, too, is well done. We have not been accustomed to regard Dr. Maury as occupying the first rank among physical geographers, except in his own specialty of hydrography. But we are not disposed to consider this as a serious objection in the compiler of a school text-book. The man who is completely master of every department of the sciences he attempts to teach, is too apt to forget the slow and painful steps by which he climbed to his present eminence; while he who is yet weary and footsore from his struggle to achieve the height, more readily sympathizes with the per-

plexities and troubles of those who are yet far below him. Professor Maury was in all departments of physical geography a careful and skillful compiler. He understood the subject well enough to know what should be taken and what rejected, and in all that appertained to hydrography he was the peer of any man in the United States. As a result the work is admirable for the purposes for which it is designed. The individualism of the writer stands out in every page, and he has so absorbed the facts and theories of others in his own individuality that we forget that we have ever met them before. The partisan prejudices which marred somewhat his earlier volumes have disappeared here and the book is remarkably catholic and liberal. It forms a graceful memorial volume of one who, whatever may have been his errors and failings, had always a large place in the hearts of his countrymen.

Of smaller size and less sumptuousness of execution, but not less meritorious or admirable for its particular purpose, is *Prof. C. A. White's* "Manual of the Physical Geography, etc., of Iowa." Simple in its construction yet very full in its details of the geology, minerals, and physical features of the State, as well as of its civil and political history, educational, charitable and penal institutions, this little quarto of about 90 pages leaves very little to be desired for the young student of the State. We could wish that similar manuals were in existence in regard to every State, and our young people would then be better informed in regard to their own section, which in too many instances is the one of which they know the least.

Elsewhere in the MONTHLY a brief tribute has been paid to the memory of that prince of preachers and teachers, Dr. Thomas Guthrie, but the appearance of the first volume of his "Autobiography and Memoir" calls for a more extended notice than we have space for in this number. The book is thoroughly readable. Most autobiographies are, though few are so free from garrulity as this; but the Doctor was in every way a man so admirable, that his account of himself bubbles over with fun and life, and that untiring energy which was one of his most marked characteristics. We wish every teacher in the land could read the work, and see

for themselves how this vigorous thinker managed to keep himself so young and child-like even when he was nearing three score and ten.

Mr. Nicolas Pike, our Consul in the Mauritius, seems to have made a better use of his time than some of his brother consuls do. Appointed in 1866 to that distant island, where our commerce is not so abundant as to make the office oppressive, he evidently sought, during the six or seven years of his sojourn there, to make his residence of some benefit to mankind. He prepared two volumes, the first, "*Sub Tropical Rambles in the Land of the Aphanaptery*," giving in pleasant and graphic narrative, with abundant illustration, the manner of life, people, habits, customs, soil, productions, education, architecture, etc., of this distant isle and its inhabitants; and the second giving a description, with elegant engravings, of its flora and fauna. The work is really a very valuable contribution to our geographical knowledge of this little-known island, and exhibits marks of patient and careful observation very different from the haphazard notes of the flying tourist. Mr. Pike, now and then, gives evidence of some lack of practice as a writer. The grammar occasionally halts a little, as in his dedication, where he speaks of "the kind care and attention bestowed upon me when stricken down with fever alone in a strange land, and which nearly prevented them being written (*sic*) at all." In his preface, too, he speaks of the never-ending stores of objects of natural history in the island, and says: "in fact, they make life bearable, which would be without them a dull monotone"! Slips of this sort are not very infrequent in the book, but they only demonstrate that a man may be an accomplished naturalist, and yet not an elegant writer. But despite these slight blunders the book is an honest, trustworthy and interesting description of the land of his sojourn.

"The Addresses and Proceedings of the National Educational Association" for 1873 contains much of interest to teachers and those interested in education generally. The session was remarkable because of the number of eminent men who took part in the debates, and because of the importance of the questions debated. Newspaper discussion

has already made some of the speeches well known. Especially may this be said of Dr. McCosh's attack upon Agricultural Colleges, brought in in his paper on "Upper Schools." He argued that those colleges were a failure because they graduated so few agricultural students, and at first sight his point seems to be a strong one. But "Agricultural," as applied to these colleges, is not a correct title. They were established "to teach such branches of learning as are related to agriculture and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." It is to teach agriculture and science, and not agriculture alone, that Congress endowed these institutions. Judged by this standard they have accomplished a wonderful amount of work. Dr. McCosh's attack called forth a no less vigorous defense, and the arguments on both sides form an able discussion of the advisability of granting public lands to State institutions. Another paper which has attracted considerable attention is that of President Eliot upon a "National University." It was read as the report of a committee, appointed some time ago, to propose a plan for such an University. President Eliot opposed the establishment of an institution of that character, because a university cannot be created simply by money endowments, time and slow growth being necessary, and because it would certainly fall under the influence of a "ring," and be made a refuge for needy politicians. Of several other excellent papers we have only space to notice Prof. Atherton's on "The Relation of the General Government to Education." It will be found a succinct history of the policy of our government in regard to education. Public lands have been granted to the different States to support their common school systems, and lately lands have been allotted to agricultural colleges. The endowments of the latter have, however, netted only about one-third of the sum which Congress intended to grant, and Prof. Atherton makes a strong appeal for further grants to these institutions. Few books contain so much of general interest to educators as this Report of the Educational Association meeting. It can be obtained of S. H. White, Peoria, Ill. Price \$1.50.

MISCELLANEA.

"CAT-TAIL," which has always been regarded as a useless product, has been utilized by a Frenchman, M. Dupont. The cut and dried leaves are boiled for several hours in an alkaline solution, and after washing and pressing, the fibre is ready for manufacture. It takes dye readily and is quite tenacious. It can be worked up into cordage or paper.

THE Illinois House of Representatives has passed a compulsory educational bill. All children between the ages of 9 and 14 years must be sent to school three months annually, and six weeks of the attendance must be continuous. Clothes and books will be furnished to destitute children. Parents or guardians who fail to comply with the law are liable to be fined.

PUBLISHERS' DEPARTMENT.

"How to Teach," the *New Book* by Messrs. Calkins, Kiddle and Harrison, is having a remarkable appreciation and a very brisk demand. Superintendents and School Boards in the better towns all over the country, are ordering them for each one of their teachers.

The Blast of the Trumpet.—After listening to a sermon from T. De Witt Talmage, *The Christian Intelligencer* said: "Surely the great trumpet was blown that night with no uncertain sound; and if any one who listened to its blast never heard Christ's Gospel before, they heard it then, with fullness, and sweetness, and power. The secret of the Tabernacle peacher's success evidently lies in his natural endowments, his bold and faithful Gospel, and still more in his blood-earnestness." The sermons and articles of Mr. Talmage, are furnished now only to *The Christian at Work*, of which he has become editor. Mr. Spurgeon also writes regularly for it, and for no other journal in America. We suppose they stand ready to receive any number of letters from subscribers and agents. Sample copies free. Office 102 Chambers Street, N. Y. See Advertisement.

A Card.—From Prof. S. S. Packard, of Packard's Business College, N. Y.:—"Instead of going to Europe last spring, as directed by my physician, I went to THE BUTLER HEALTH LIFT.

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The demand for bound volumes of the *American Educational Monthly* has been such that our supply of Vol. I. 1864, has become exhausted. Hence we shall be glad to purchase the numbers for 1864 from such of our subscribers as will part with them. Please communicate with J. W. Schermerhorn & Co., 14 Bond St., New York.